

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Description

1. English Learning During COVID-19 Outbreak

The novel coronavirus (CoV) is a new coronavirus strain. The disease caused by the novel coronavirus first identified in Wuhan, China, was referred to as coronavirus disease in 2019 (COVID-19) – 'CO' stands for corona, 'VI' for the virus, and 'D' for the disease.¹ This is a new virus related to the same family of viruses as the Severe Acute Respiratory Syndrome (SARS) and certain common colds.² The virus is spread by direct contact with the infected person's respiratory droplets (generated by coughing and sneezing) and by contact with virus-contaminated surfaces. The virus can live on the surface for a few hours, however quick disinfectants will kill it. A statement by Dr Tedros Adhanom Ghebreyesus, WHO Director-General, that COVID-19 can be described as a pandemic.³ This is attributed to the dramatic rise in the number of cases outside of China over the past two weeks, which has impacted an increasing number of countries.⁴

The Indonesian Government has taken the necessary steps to closely follow the World Health Organization (WHO) situation report on the global outbreak of COVID-19 after the dangerous virus was first detected in Wuhan, South China, in December 2019.⁵ On March 15th, 2020, President Joko Widodo adopted a series

1 UNICEF, "Frequently Asked Questions about Coronavirus Disease (COVID-19)," accessed January 19, 2021, <https://www.unicef.org/indonesia/coronavirus/FAQ#whatiscoronavirus>.

2 UNICEF.

3 WHO, "WHO Announces COVID-19 Outbreak a Pandemic," 2020, <https://www.euro.who.int/en/health-topics/health-emergencies/coronavirus-COVID-19/news/news/2020/3/who-announces-COVID-19-outbreak-a-pandemic#:~:text=COVID-19 can be,growing number of countries.>

4 WHO.

5 "Archived: WHO Timeline - COVID-19."

of initiatives aimed at achieving social distance in society. He encouraged the public to work, research, and perform religious activities at home.⁶ Educational institutions also were suggested to close which became a cause of affecting the quality of education and also the student's future life.⁷ To solve this situation, the creative learning approach becomes very important nowadays.⁸ It had been an opportunity for teachers to improve distance learning, as known as online learning.

They are some differences between offline and online learning. Location is the primary contrast between online and offline learning. For offline teaching, learners are expected to travel to a location, normally a lecture hall, a college, or a classroom. On the other hand, online learning can be conducted from about anywhere. Students just need to connect to the Internet to have a learning process. Another difference is the accessibility. Online learning normally has a more stable timescale. However offline learning, teachers, and students need to attend at the same place and time.

In regions of minimal access, policymakers have used more conventional distance learning approaches, often a combination of instructional television and radio broadcasting, and the dissemination of print resources. TVRI, Indonesia television channel, is the winner of broadcasters care about education during a pandemic.⁹ This broadcast program is an alternative learning for students, teachers and parents during their study at home amid the COVID-19 outbreak. The Home Learning Program on TVRI will be filled with various educational

6 Intan, "Cegah Penyebaran Corona, Jokowi Imbau Masyarakat Bekerja, Belajar Dan Beribadah Di Rumah."

7 Usak et al., "New Playmaker in Science Education: COVID-19."

8 Toquero, "Challenges and Opportunities for Higher Education amid the COVID-19 Pandemic: The Philippine Context."

9 Abdu Faisal, "TVRI Dapat Penghargaan Peduli Pendidikan Di Masa Pandemi Versi KPI," 2020, <https://www.antaraneWS.com/berita/1888940/tvri-dapat-penghargaan-peduli-pendidikan-di-masa-pandemi-versi-kpi>.

shows, such as learning for the levels of early childhood education to secondary education, guidance shows for parents and teachers, and cultural programs on weekends. Radio Republik Indonesia (RRI) is taking part in dealing with the corona virus pandemic (COVID-19). Through this radio program, teachers convey messages and ways to avoid COVID-19, recognize the characteristics of the disease, to which hospital the community must seek treatment, as well as efforts to avoid panic, as well as things that can be done while working and studying from home.¹⁰

2. The Use of Online Learning Media in Teaching and Learning

a. Definition of Online Learning Media

Learning media is used to facilitate the learning process in order to achieve learning goals. Learning media is characterized as a physical or non-physical media used by teachers to communicate information to students in a more effectively and efficiently.¹¹ In order for the learning materials to be embraced by students more easily and to convince them to learn more. If the learning media are not essential in the process of teaching and learning in the classroom, the teachers are no longer reasonable. As a result, the instructor must develop creative and inventive learning media that can be used to convey the subject's message to students.

Online learning media is the media used in the learning process teaching using media electronics especially the internet as learning system. Online learning media is a basic and logical consequence from the development of information technology

10 Ika Suryani Syarief, "Siswa Bisa Belajar Dari Rumah Lewat Radio," 2020, <https://www.suarasurabaya.net/kelanakota/2020/siswa-bisa-belajar-dari-rumah-lewat-radio/>.

11 Musfiqon, *Development of Learning Media and Sources* (Jakarta: Prestasi Pustakaraya, 2012).

and communication.¹² Having the appropriate learning media will improve teacher-student engagement, allowing students to participate in the lesson without being bored. Students, on the other hand, are pleased with the learning media because it can improve student productivity. The use of appropriate learning media in the teaching and learning process can result in a satisfactory outcome, including a change in student behavior.¹³ The use of the appropriate media to transmit the topic would yield positive results. Teachers in the pandemic situation need to be innovative when it comes to learning media. Students can achieve success if they can quickly obtain knowledge about subject materials even in this situation.

b. Basic Characteristics of Online Learning Media

Any platform should have four simple and important characteristics.¹⁴ The first is interactivity, which ensures that the individual using the platform is aware that he or she is taking the lead in their training. The second factor is flexibility, which is described as the collection of features that enable an eLearning system to be easily integrated into the organization that wishes to use it. This adaptation must take into account a variety of factors, including adaptability to the institution's structure. It must also be adaptable to the study plans of the organization wishing to adopt the system, as well as the

12 Aidah S, "PEMANFAATAN E-LEARNING SEBAGAI MEDIA PEMBELAJARAN DI STIA AL GAZALI BARRU (Suatu Studi Terhadap Pemanfaatan Model E-Learning Berbasis Software Claroline)," *Maraja Journal* 2, no. 1 (2019).

13 Yanuari Dwi Puspitarini and Muhammad Hanif, "Using Learning Media to Increase Learning Motivation in Elementary School" 4, no. 2 (2019): 53–60.

14 Sabine Graf and Beate List, "An Evaluation of Open Source E-Learning Platforms Stressing Adaptation Issues," in *Women's Postgraduate College of Internet Technologies*, 2005.

organization's material and pedagogical types. The third is scalability. The platform's third characteristic is scalability, which allows it to run equally well with a small or large number of users. The last is standardization, or the ability to use third-party courses. In this way, courses can be used by the organization that created them as well as those that follow the standard. Courses are therefore guaranteed to be long-lasting, preventing them from becoming redundant, and students' behavior can be monitored during the course. Remote access for both teachers and students at any time and from any location with an Internet or network link is an integral feature of E-learning platforms.

c. Online Learning Media in English Language Teaching

Technology has been an integral part of many people's lives all over the world. The presence has spread to all aspects of life, including the teaching of English. Many online language programs were accessible for teachers on the Internet by the mid-1990s.¹⁵ Media technologies such as film, images, animation, and interactive games, CDs or DVDs, the internet, chat rooms, and video conferencing, as well as Apple's iPad, have narrowed distances and transformed the entire world into a global network in the modern era of English language teaching. It allows students to communicate not only with their local community but also with the rest of the world. It has changed the way people learn and teach. According to study, the internet influences the relationship between students and teachers, there is less teacher talk and more learner talk. It also shifts

15 Jameel Ahmad, "English Language Teaching (ELT) and Integration of Media Technology," *Procedia - Social and Behavioral Sciences* 47, no. Balaaco 1996 (2012): 924–29, <https://doi.org/10.1016/j.sbspro.2012.06.758>.

the positions of teachers and students, making learning more student-centered.¹⁶

d. Online Learning Media in English Language Teaching during Pandemic COVID-19

Prior to the pandemic, E-learning media used included films, images, animation, and interactive games, CDs or DVDs, the internet, chat rooms, and video conferencing. However, public schools did not use chat rooms or video conferencing. Since the COVID-19 pandemic and the implementation of study at home, schools have used media such as WhatsApp as a media for remote emergency learning. But over time learning media began to emerge that made it easier for students and students to achieve learning goals. These media include Zoom, Google Meet, Teams for video conferencing. Moodle, Google Classroom, E-learning from the Ministry of Religion Affairs (Kemenag), YouTube, and others. Each media has supporting facilities, strengths and weaknesses.

3. Students' Perception in Teaching and Learning English

Walgito described perception as the final phase of observation begun with the sensing process in which the sensing process is obtained, the process of attention is continued and then directed to the brain, which makes the person aware.¹⁷ Montague said the perception of the student is a sense of something.¹⁸ The perception is shaped in significant part by education and past experience.

16 Mark Peterson, "Language Teaching and Networking," *System* 25, no. 1 (1997): 29–37, [https://doi.org/10.1016/S0346-251X\(96\)00058-9](https://doi.org/10.1016/S0346-251X(96)00058-9).

17 Bimo Walgito, *Psikologi Sosial (Suatu Pengantar)* (Yogyakarta: Andi Offset, 1991).

18 Der Veer, "Student Perception, Mathematical Problem" 18, no. 1 (1997): 46–53.

Perception taking consists of three sub-dimensions: perceptual, cognitive and emotional perception taking. Perceptual perception is a person's capacity to draw an accurate inference of what another person does from his or her point of view.¹⁹ Cognitive perception is described as the capacity to accurately predict what someone else feels in a particular situation. Emotional perception is defined as the capacity to guess how a person feels when he/she is in a certain emotional condition.²⁰ By these terms, the researcher concludes that interpretation is the method of interpreting, recognizing or becoming conscious of something through the use of the senses.

The mechanism of perception consists of three stages: selection, organization and understanding. Selection is the first step in the process of interpretation, during which we turn the stimulus of the world into concrete knowledge, after that we need to organize it in some way by identifying some meaningful patterns.²¹ The last is the interpretation, the mechanism of adding meaning to the chosen stimulus.²² Different individuals may perceive the same stimuli differently because of the effects of culture. Perception, as described above, includes at least four dimensions, including object, a view, action and expectations, such that the student's perception of learning English is a student's perception of

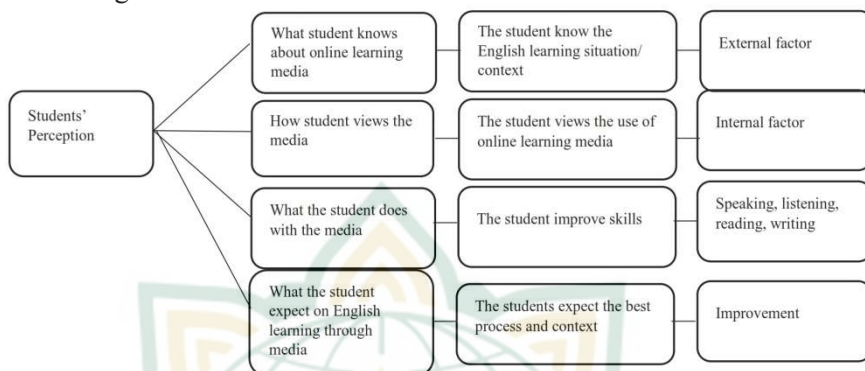
19 Lawrence A. Kurdek and Maris M. Rodgon, "Perceptual, Cognitive, and Affective Perspective Taking in Kindergarten through Sixth-Grade Children," *Developmental Psychology* 11, no. 5 (1975): 643–50, <https://doi.org/10.1037/0012-1649.11.5.643>.

20 D. J. Laible and R. A. Thompson, "Attachment and Emotional Understanding in Preschool Children.," *Developmental Psychology* 34, no. 5 (1998): 1038–45, <https://doi.org/10.1037/0012-1649.34.5.1038>.

21 O U Qiong, "A Brief Introduction to Perception" 15, no. 4 (2017): 18–28, <https://doi.org/10.3968/10055>.

22 Qiong.

that dimension, which is constructed as the following figure.²³



B. Theoretical Framework

In 2020, education sector faces challenge, pandemic COVID-19 spreads all around the world rapidly. The repercussions of such rapid spread force school to shift their teaching and learning online using internet. According to study, the internet influences the relationship between students and teachers, there is less teacher talk and more learner talk. It also shifts the positions of teachers and students, making learning more student-centered.²⁴ Various platforms can be used in online learning such as WhatsApp, E-learning madrasah, Zoom, Google Meet, or YouTube. However this poses new challenges both for teacher and students which we have not understood.

The first step to handle this problem is to understand what the challenges faced by teachers and students are. Therefore this study aims to analyze students' perceptions, obstacles, and how they overcome it. After that, utilizing online learning learning media platforms could be a great way to immersive learning at

²³ Kosmas Sarkol, "Student Perception of Learning English in Senior High Schools of Kaimana, West Papua" (Sanata Dharma University, 2016).

²⁴ Peterson, "Language Teaching and Networking."

anytime and anywhere as long as users are linked to the system through the Internet.

C. Review of Previous Study

There are previous related studies that can support this research.

1. First, Bikram Biswas and Falguni Roy from Noakhali Science and Technology University, Sajib Kumar Roy from Hajee Mohammad Danesh Science and Technology University entitled “Students Perception of Mobile Learning during COVID-19 in Bangladesh: University Student Perspective”. This study aimed to analyze the perception of 416 university students’ using mobile learning amid pandemic situation.²⁵ This research has shown that m-learning is very effective in restoring the study gap during this era of the COVID-19 pandemic, and the results of this study will enable educational policy makers as well as educational institutions to integrate mobile learning technologies into the whole framework where social media, such as Facebook, WhatsApp, Twitter, and so on, will improve the teaching and learning process.²⁶ Furthermore, Bikram Biswas, et al stated that most of the students agreed that learning through WhatsApp is a collaborative learning experience and it has increased their social interactivity with their peers and teacher.²⁷

There are similarity and difference between this study and writer’s research. If that research investigates university student undergraduate and postgraduate level students, the writer’s research is

25 Bikram Biswas, Sajib Kumar Roy, and Falguni Roy, “Students Perception of Mobile Learning during COVID-19 in Bangladesh: University Student Perspective,” *Aquademia* 4, no. 2 (2020), <https://doi.org/10.29333/aquademia/8443>., *Aquademia Journal*, no. 2 (2020).

26 Biswas, Roy, and Roy.

27 Biswas, Roy, and Roy.

investigating senior high school students. While the similarity is focusing on the students' perceptions using online learning during this pandemic situation.

2. The second previous study was done by Uli SylphiaSimanjuntak, et al. entitled "Students' Perceptions of Using YouTube as English Online Learning Media during Covid-19 Pandemic". This collective case study aimed to analyze the students' perceptions in using YouTube as online English learning media during the Covid-19 pandemic. The result are most students gave a positive response to each statement in each aspect of the questionnaire given.²⁸

There are similarity and difference between this study and writer's research. The difference is that research reveals the students perceptions toward YouTube, while writer's research covers all of students' perceptions toward online learning media used by teachers. The similarity is that research and writer's is focus on the use of online learning media for senior high school students during pandemic COVID-19.

3. The third previous study was undergraduate thesis and conducted by M.Tajudin Zuhri entitled "Effectiveness Of The Use Of Madrasah E-Learning Applications during the Covid Pandemic 19 (Case Study at Madrasah Aliyah Negeri 2 Bandung)". This research aimed to identify the effectiveness of the use of madrasah e-learning applications and determine the inhibiting and supporting factors of

28 Lydia Purba Uli SylphiaSimanjuntak, Dumaris E. Silalahi, Partohap S. R. Sihombing, "STUDENTS' PERCEPTIONS OF USING YOUTUBE AS ENGLISH ONLINE LEARNING MEDIA DURING COVID-19 PANDEMIC," *Journal of Languages and Language Teaching* 9, no. 2 (2021): 150-59, <https://doi.org/https://doi.org/10.33394/jollt.v%vi%i.3567>.

the implementation of e-learning applications as learning media. The research found the implementation of madrasah e-learning learning as e-learning media in MAN 2 Bandung is less effective, due to several factors of its implementation including the lack of human resource related to madrasah e-learning, network problems, and quota.²⁹

There are similarity and difference between this study and writer's research. This study focus on the effectiveness of e-learning madrasah, while writer's study focus on perceptions, and obstacles using various online learning media, and how do they overcome the obstacles. The similarity is students' perception explained narratively and the subject is senior high school students.

4. The Fourth study was conducted by Nurul Ermawati entitled "The Analysis of Students' Perceptions on the Efficient Applications Used in Online Learning In The Midst Of Covid-19 Pandemic". The researchers wanted to know what students thought about effective online learning applications and the most efficient online program during the COVID-19 pandemic. The study was conducted in a qualitative research. The results suggest that during the COVID-19 pandemic, students have a favorable view of the efficient application used in online learning. According to the findings, the application used in online learning during the COVID-19 pandemic was successful because it provided an alternative method of conducting learning activities from home.³⁰ Almost all of the student respondents

29 M.Tajudin Zuhri, Budie Agung, and Khalid Ramdhani, "Effectiveness Of The Use Of Madras E-Learning Applications During The Covid Pandemic 19 (Case Study at Madrasah Aliyah Negeri 2 Bandung)," *At-Ta'dib* 15, no. 1 (2020): 138–55, <https://doi.org/10.21111/at-tadib.v15i1.4887>.

30 Nurul Ermawati, "THE ANALYSIS OF STUDENTS' PERCEPTIONS ON THE EFFICIENT APPLICATIONS USED IN

said that the most efficient, comfortable, and cost-effective application to use during the pandemic is WhatsApp.

There are similarity and difference between this study and the writer's research. If that research investigates university student undergraduate and postgraduate level students, the writer's research is investigating senior high school students. The similarity is that study and researcher analyze students' perceptions toward online learning media during COVID-19 pandemic.



ONLINE LEARNING IN THE MIDST OF COVID-19 PANDEMIC (A Survey at the Fifth Semester Students of English Education Department of IAIN Salatiga),” *Canopy* (STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN) SALATIGA, 2020).